

# EMPLOYMENT INTERVIEW ANALYSIS

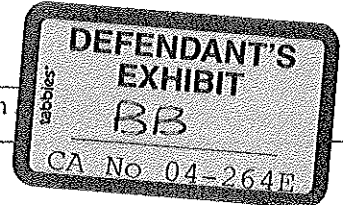
Applicant's Address	
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Name of Interviewer	
Dates of any Previous Interview	Date of this Interview

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*Roxana Wagner*  
Name of Applicant

Position



	1	2	3	4	5	
TRAITS	UNSATISFACTORY	SOME DEFICIENCIES EVIDENT	SATISFACTORY	EXCEPTIONAL	CLEARLY OUTSTANDING	INSERT RATING
KNOWLEDGE OF SPECIFIC JOB & JOB RELATED TOPICS	No knowledge evident.	Less than we would prefer. <i>2</i>	Meets our requirements for hirings.	Exceeds our expectations of Average candidates.	Thoroughly versed in job and very strong in associated areas.	<i>2</i> ✓
EXPERIENCE	None for this job nor any related experience.	Would prefer more for this job.	Adequate for job applied for. <i>X</i>	More than adequate. Has some experience in related areas.	Totally experienced in job. Has strong experience in related areas.	<i>3</i>
COMMUNICATION ABILITY	Could not communicate. Will be severely impaired in most jobs.	Some difficulties will detract from job performance.	Sufficient for adequate job performance. <i>X</i>	More than sufficient for job.	Outstanding ability to communicate.	<i>3</i>
INTEREST IN POSITION AND OUR ORGANIZATION	Showed no interest.	Some lack of interest.	Appeared genuinely interested. <i>X</i>	Very interested. Seems to prefer type of work applied for.	Totally absorbed with job content. Conveys feeling only this job will do.	<i>3</i>
OVERALL MOTIVATION TO SUCCEED	None exhibited. No concern for personal future.	Not up to average level. Shows little desire to succeed.	Average desire to succeed. <i>X</i>	Highly motivated. Wants to succeed and advance.	Extremely motivated. Has very strong ambition to succeed.	<i>3</i>
APPEARANCE AND HABITS	Very sloppy in appearance or unacceptable personal habits.	Dress or grooming less than satisfactory or some offensive personal habits.	Properly dressed and groomed. Few poor personal habits. <i>X</i>	Very well dressed and groomed. No offensive habits. <i>X</i>	Presented excellent appearance, maintained high level of behavior throughout interview.	<i>4</i> ✓
POISE	Appeared extremely distracted and confused; or unreasonably uneven temper.	Sufficient display of confusion or loss of temper to interfere with job performance.	Sufficient poise to perform job applied for.	No loss of poise during interview. Inspires confidence in ability to handle pressure. <i>X</i>	Displayed impressive poise under stress. Appears unusually confident and secure.	<i>4</i> ✓
INSIGHT AND ALERTNESS	Did not understand many points or concepts.	Missed some concepts or ideas.	Understood most new ideas and shares in discussion points. <i>X</i>	Grasped all new points and concepts quickly.	Extremely sharp. Understood subtle points and underlying motives. Quick grasp of ideas.	<i>3</i>
PERSONALITY	Not acceptable for job.	Some deficiencies.	Within satisfactory range for job. <i>X</i>	Good personality for job. Some traits considered especially desirable.	Perfect for job. Generally outstanding personality as well.	<i>2.5</i> <i>2.5</i>
						45

Ele. Ed. 1<sup>st</sup> Grade GRADE ST. Mrs. Frohn 1<sup>st</sup> - Subbing for Mrs. P.  
 knows children, learning styles, loves the kids.

- #1 Individual learning styles, from learning styles.
- #2 Parent communications, vital - letters home, projects for future - encourage communication. - work w/ parents to solve the prob.
- #3 Real aloud / balanced literacy - had not a clue as to the 4 processes (read, write, speak, listen) not real strong.
- #4 very structured, learning
- #5 important to know where the students are in relation to teaching focused on written assessment. not real strong answer.
- #6 - not to get mad @ parent, involve principal if she thinks the problem will escalate. not strong.  
 = criticism - constructive - principal to support & give suggestions  
 - No - would like explanation - if reasons are valid would accept. - principal is boss

# EMPLOYMENT INTERVIEW ANALYSIS

Amy Szwed  
Applicant's Address

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Position Applied for

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— Balanced literacy, running words

1. answers w/ correct inf.
- 2.
3. uses standards as your guide
4. positive behavior encouraged - usually works, sort of stick system.
5. Assess all the time, begin, & throughout the year
6.
  - listen to parent. happily document incident
  - listen & try to read
  - listen to the kid, but if felt strongly.

# EMPLOYMENT INTERVIEW ANALYSIS

Anne Marie McSwain  
Applicant's Address

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						4/45

1. Pointed out that she began in education. - working on spec. ed.  
- passion to teach. -
2. Part involvement - class always open, weekly letters sent home
3. Reading, ~~incorporate~~ incorporate to all subject, - active listeners.
4. immediate positive, fair & consistent - monitor daily plan.  
"as per respect" enthusiasm.
5. Running records - periodically - CBA's
6. A. Listen Post - shows that you care.  
b. appropriate criticism that helps grow - not in favor of constant  
nit picking. - used to become better.  
c. No form principal.



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Nikki Shearer  
Name of Applicant

Elementary  
Position Applied for

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BRI. Bazyak  
Name of Applicant \_\_\_\_\_ Position Applied for \_\_\_\_\_

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						4.5
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#1 Student centered hands on activity a must w/ appropriate adaptations made for individual student.

#2. Involving students starts before you start school -  
The more communication the better. always on going.

#3. Literacy is so prevalent on going -

#4.

#5. Don't separate from teaching a part of teaching -

#6.